

Community and Youth Collaborative Institute  
School Experience Surveys

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**Technical Report: Parental  
Involvement & Support**  
Elementary School Student Version

Produced By:

Dawn Anderson-Butcher, Anthony J. Amorose, Aidyn Iachini, and Annahita Ball

**Community and Youth Collaborative Institute  
College of Social Work  
The Ohio State University**



**THE OHIO STATE UNIVERSITY**  
COLLEGE OF SOCIAL WORK

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## **PARENTAL INVOLVEMENT & SUPPORT**

Elementary School Student Version

### **I. Definition of Construct**

The *Parent Involvement and Support* scale assesses the degree to which students feel that their parents and guardians are involved in their learning and support their educational growth.

### **II. Relevance for Practice**

Evidence from the literature demonstrates that higher levels of experienced parental/guardian involvement and support in middle and high school relate to improved academic outcomes, including grade point average and standardized test scores (Rogers et al., 2009; Lagace-Seguin & Case, 2010).

### **III. Scale Description and Instructions**

#### *A. Items*

1. My parents help me with my schoolwork.
2. My parents talk to me about what I do in school.
3. My parents ask me about my schoolwork.
4. My parents visit my school.

#### *B. Response Options*

Response options for each item include the following:

- 1 = NO!
- 2 = No
- 3 = Yes
- 4 = YES!

#### *C. Instructions for Respondents*

The following questions ask you about your parents and/or caregivers. Please mark how strongly you feel about each sentence.

#### *D. Instructions for Scale Administrators*

For complete instructions on how to administer the survey, reference the “Student Survey Directions” that are printed on the survey itself. Once each student has a survey, explain that the purpose of the survey is to learn more about their experiences at school. They should mark one answer per statement, selecting the choice that best reflects how they feel.

As students finish, look thoroughly through the surveys to make sure that they didn’t miss any items or questions. Please remember that students do NOT have to answer every question, but do encourage them to complete as much of the survey as possible. Remind students that their answers will help the school know how to best support them.

### **IV. Scoring Procedures**

An average of the response scores from the 4 items should be calculated and used as an indicator of parental involvement and support in school, with higher scores reflecting that students are reporting greater levels of involvement and support from their parents.

## V. Psychometric Properties of the Scale

### A. Description of Sample

Participants used to test the psychometric properties of the scale included 3261 elementary school students from around the state of Ohio. This included 831 students in K-3<sup>rd</sup> grade (27.1%) and 2230 students in 4<sup>th</sup> – 6<sup>th</sup> grade (68.4%). The mean age of the students was 10.33 (SD = 1.31). Both males (50.3%) and females (45.8%) were represented. The majority of students identified themselves as White/Non-Hispanic (82.8%), Mixed/Multi-Racial (8.2%), African American (3.5%), Latino/Latina (0.6%), or Asian (.7%), and 53.1% indicated they received a free or reduced lunch. Data on these students were collected as part of a needs assessment within each school’s improvement planning process. Some data were collected using the on-line instrument, whereas others were collected via paper/pencil survey.

### B. Basic Descriptive Statistics and Relevant Group Differences

Sample	Mean	SD	Range	$\alpha$
Full Sample ( $N = 3261$ )	3.15	.62	1-4	.71
Gender				
Males ( $n = 1640$ )	3.11	.62	1-4	.68
Females ( $n = 1492$ )	3.23	.62	1-4	.74
Race/Ethnicity				
White/Non-Hispanic ( $n = 2701$ )	3.17	.62	1-4	.71
Other ( $n = 422$ )	3.15	.64	1-4	.70
Grade Level				
K-3 <sup>rd</sup> ( $n = 831$ )	3.29	.60	1-4	.62
4 <sup>th</sup> -6 <sup>th</sup> ( $n = 2230$ )	3.13	.62	1-4	.73

*Note.* Group specific data omits students who did not indicate their status. The groups were significantly different ( $p > .05$ ), with the exception of race/ethnicity. The effect sizes ( $\eta^2$ ) for the gender and grade level comparison indicated that group membership differences accounted for 1% of the variance in the scores, where the race/ethnicity differences account for less than 1% of the variance in the scores.

### C. Maximum Value Percentages and Classification of Scores

Percentages		Classification of Scores		
Maximum Value	$\frac{1}{2}$ SD	Excelling	Emerging	Needs Improvement
78.8%	7.8%	87+	86-71	<71

*Note.* The max value percentages reflect the scale mean divided by the number of response options in the scale. This value allows the subscale to be compared with other measured constructs measured in the CAYCI surveys, thereby providing relative information regarding the extent to which students’ experiences are favorable across constructs. The classification of scores provides ranges of values based on the maximum value percentage plus or minus  $\frac{1}{2}$  SD percentage. Based on these cut points, schools may determine where they stand on students’ experiences of parental involvement and support relative to normed data.

#### D. Relationship between Parental Involvement Scores and Other Student Perception Constructs

Construct	<i>r</i> =
Academic Motivation <sup>a</sup>	.37*
Academic Press <sup>b</sup>	.32*
Support for Learning <sup>b</sup>	.42*
School Connectedness <sup>b</sup>	.37*

Notes. <sup>a</sup> Represents the students answer to the following item from the CAYCI surveys (Anderson-Butcher, Amorose, Iachini, & Ball, 2013): “I work my hardest every day at school”, with response options ranging from 1 (NO!) to 4 (YES!). <sup>b</sup> Average score on the respective subscale scores from the CAYCI surveys (Anderson-Butcher, Amorose, Iachini, & Ball, 2013). \* relationship significant ( $p < .01$ ).

#### E. Factorial Validity

A confirmatory factor analysis (CFA) was conducting using robust maximum likelihood estimation procedures in LISREL 8.71 (Scientific Software International, Inc., Chicago). The CFA model specified that the 4 items loaded on a single latent Parental Involvement and Support factor. The factor variance was freely estimated, as was the uniqueness for each item. No covariances between uniquenesses were modeled. The data were input using the asymptotic covariance matrix.

The overall fit of the model to the data was reasonably good based on commonly recommended cut off values for evaluating model fit (see Hu & Bentler, 1999), S-B  $\chi^2 = 9.66$ ,  $df = 2$ ,  $p = .008$ ; RMSEA = .03 (90% CI = .015-.057), SRMR = .01; CFI = 1.00, TLI = .99. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations averaged .41. The modification indices did not suggest any major areas of local strain.

Item	Loading	Uniqueness
1. My parents help me with my schoolwork.	.58	.66
2. My parents talk to me about what I do in school.	.71	.49
3. My parents ask me about my schoolwork.	.73	.46
4. My parents visit my school.	.48	.77

#### VII. Past and Future Scale Development

An initial version of the Parental Involvement and Support scale included 4 additional items: (1) “My parents push me to work hard at school,” (2) “My parents make me follow certain rules when I’m home,” (3) “My parents talk to me about my life,” and (4) “My parents go to meetings at my school.” Results from preliminary analyses indicated that these items did not fit well with the other scale items. Thus the current recommendation is to use the 4-item version of the measure as described in this report. Future scale development work may consider adding additional items to capture a broader range of parental behaviors reflecting involvement and support. Some caution is warranted about using this scale with early elementary students (i.e., grades K-3) given the relatively lower internal consistency estimate that emerged with these children. Future scale development work should attempt to resolve this reliability issue. Finally, work also is needed to validate the Spanish version of this scale.

#### VII. Summary

Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the School Connectedness scale with elementary school students – particularly those in grades 4 and above. The use of this measure could provide valuable information about how experiencing higher levels parental/guardian involvement and support in elementary school relates to improved academic outcomes, including grade point average and standardized test scores.

## VIII. References

- Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys. Columbus, OH: College of Social Work, The Ohio State University.
- Hu, L. & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, 6, 1-55.
- Lagace-Seguin, D.G. & Case, E. (2010). Extracurricular activity and parental involvement predict positive outcomes in elementary school children. *Early Child Development and Care*, 180(4), 453-462.
- Rogers, M., Theule, J., Ryan, B., Adams, G. & Keating, L. (2009). Parental involvement and children's school achievement. *Canadian Journal of School Psychology*, 24(1), 34-57.

## IX. Recommended Citation of Scale

When using the Parental Involvement and Support scale for program evaluation or research purposes, we recommend using the following citation:

Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys: Parental Involvement and Support Scale in Elementary School. Columbus, OH: College of Social Work, The Ohio State University.

If this scale is used along with additional Community and Youth Collaborative Institute School Experience Surveys, then the following citation would be appropriate to cover all scales:

Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013) Community and Youth Collaborative Institute School Experience Surveys. Columbus, OH: College of Social Work, The Ohio State University.